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| Curriculum Drivers |
| Spirituality | Enquiry |  Knowledge of the World  | Possibilities |

 **Key Stage 1 Curriculum Plan overview 2024/25 (Year 1)**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Terms 5 & 6** |
| **Main Topic** | **All about me and my school.** |  **My country** |  **Finding out about the past** | **My world** |
|  | What is it like here? | How am I making History? | What is the weather like in the UK?  | How have toys changed? | What is it like to live in Africa? | How have explorers changed the world? |
| **History**Kapow scheme |  My history Significant historical events – Remembrance, Guy Fawkes. |  Toys past and present Enrichment – GFL | Where have explorers travelled and when? |
| **Geography**Kapow scheme |  Where in the world are we? (Our School) Classroom/ School grounds/Local Area | Seasons & Weather in the UKOur capital city London | Continents & Oceans.Comparing human features of different localities.Weather & climates.  |
| **Mathematics**WR scheme | WR MathsNumber & PV within 10 Addition & Subtraction within 10Shape & Patterns**Daily Maths meetings** | WR MathsNumber & PV within 20Addition & Subtraction within 20Number & PV within 50Measurement – length, height, mass & volume**Daily Maths meetings** | WR MathsMultiplication & DivisionFractions Geometry – position & directionNumber & PV within 100Measurement – Money & TimeAddition & Subtraction (added) **Daily Maths meetings** |
| **Science**Kapow scheme | **Seasonal Changes - Autumn walk****Plants** – identifying flowers, plants & trees  planting bulbs **Understanding animals – Animals in the North Pole** **Animals in winter** | **Seasonal changes – Spring walk Geog -** Weather - UK  **Understanding animals and humans** **Comparing animals** **Materials** (Hist. link) |  **Seasonal Changes - Summer**  **Understanding plants**   **Making Connections** |
| **Communication****Spoken lang.** | * **Engage in meaningful discussions in all areas of the curriculum.**
* **Listen to and learn a wide range of subject specific vocabulary.**
* **Through reading identify vocabulary that enriches and enlivens stories.**
* **Speak to small and larger audiences at frequent intervals.**
* **Practise and rehearse sentences and stories, gaining feedback on the overall effect and use of standard English.**
* **Listen to and tell stories often to internalise the structure.**
* **Debate issues and formulate well- constructed points.**
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|  **Reading** |
|  **In Key Stage 1, children will have the opportunity to develop their skills as an effective reader. They will:** |
| • Listen to traditional tales.• Listen to and discuss a range of texts.• Learn some poems by heart.• Become familiar with a wide range of texts of different lengths.• Discuss books.• Build up a repertoire of poems to recite.• Use the class, school and community libraries.• Listen to short novels over time.Children in KS1 take part in 1-1 Reading, Whole class reading, Guided reading and RWI Phonics sessions on a daily/weekly basis. |
| **Writing** |  **In Key Stage 1 children will write: about personal experiences, real events, poetry and for different purposes (which are all statutory at KS1) Throughout Key Stage 1, through all curriculum areas and across both years, children will have the opportunity to write:** |
| **Non Fiction Purpose - Writing to inform*** **Write labels**
* **Write lists**
* **Write captions**

 **. Present information****Fiction Purpose – Writing to entertain*** **Poetry**
* **Write poems that use pattern, rhyme, and description.**
* **Write descriptions**

**SPAG****letter, capital letter, word, singular, plural, sentence, punctuation, full stop, exclamation mark*** **How words combine to make sentences**
* **Separation of words using spaces**
* **Capital letters and full stops to demarcate sentences**
* **Joining words and clauses using and**
* **Regular plural noun suffixes –s –es**
 | **Non Fiction Purpose – Writing to instruct*** **Write labels**
* **Write lists**
* **Write captions**
* **Write instructions**

**Fiction Purpose – Writing to entertain*** **Poetry**
* **Write poems that use pattern, rhyme, and description.**
* **Write descriptions**

**SPAG** **letter, capital letter, word, singular, plural, sentence, punctuation, full stop, exclamation mark*** **How words combine to make sentences**
* **Separation of words using spaces**
* **Capital letters and full stops to demarcate sentences**
* **Joining words and clauses using and**
* **How the prefix un- changes the meaning of the word (e.g. undo, untie)**
* **Introduction of question marks and exclamation marks to demarcate sentences**
 | **Non Fiction Purpose – Writing to recount*** **Write captions**
* **Write diary entries**
* **Write recounts**

**Fiction Purpose – Writing to entertain*** **Poetry**
* **Write poems that use pattern, rhyme, and description.**
* **Write nonsense and humorous poems**
* **Write descriptions**
* **Plan & write short story**

**SPAG** **letter, capital letter, word, singular, plural, sentence, punctuation, full stop, exclamation mark*** **How the prefix un- changes the meaning of the word (e.g. undo, untie)**
* **Suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helper, helped)**
* **Sequencing sentences to form short narratives**
* **Capital letters for name and the personal pronoun I**
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| **Computing** | Online safety. Digi-mapsGoogle EarthWC - Reading Eggs/Purple Mash | Purple Mash Google EarthReading Eggs | Purple MashReading Eggs |
| **Music**Charanga scheme | \*Hey You!Hip Hop – exploring pulse, rhythm & pitchSongs linked to class topics.Harvest songs | Rec. & Y1 Christmas Production |   \*Rhythm in the way we walk.Reggae – Listen to and appraise different types of music.Easter songs | \* In the groove.Listen and appraise. Pulse.Perform. \*Your Imagination. Listen and appraise. Move**Class assembly.** |
| **Art & Design**Kapow scheme |  Make your mark – Drawing skills  Colour SplashArtists – Jasper Johns & Clarice Cliff  Seasonal artwork. | Sculpture & 3D Paper play Winter display | Craft & design – Woven wonders.Henry Rousseau – Tiger in Tropical storm/Jungle with lion.  |
| **Design Technology****And Food for Life**Kapow scheme | Mechanisms - Moving story boardTextiles – Finger puppetsChristmas & thank you cards Christmas cooking. | Healthy diet. Food groupsPancakesEaster cookingEaster baskets/ Easter cards | Cooking and nutrition – Fruit & vegetables |
| **Religious Education**Discovery scheme |  Christianity.Creation story. Christmas Story.Diwali festival of light | Christianity. Jesus as a friend. Easter Story.Palm Sunday.Chinese New Year | JudaismShabbat Chanukah |
| **PSHE**Kapow scheme |  **Family & Relationships****Health and wellbeing**Personal hygiene/Safety | **Safety & the changing body****Citizenship** | **Economic wellbeing****Living in the wider world**How can we look after each other & the world? |
| **Physical Education** | •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. |
| Working Together. Invasion games | Being part of a team.Ball skills |  Exploring PE.Dance/Gymnastics | Thinking od others.Net & Wall | Compete as a team.Striking & fielding | Challenging yourself.Athletics/Sports Day. |
| **Brain Builders** | Seasons | Christmas decoration |  TBC | GFL | Explore a different country - Africa |
| **Visits and visitors** | Local area walk/Autumn walk.Walk to church (Harvest) Bekonscot Model Village | Spring walk. Church visit.Lookout Discovery Centre/Wellington Country Park TBC | Whole school outing TBC Synagogue? |

 **Over the Autumn term Y1 children take part in transition activities.**